DOCUMENT RESUME

ED 339 459 PS 020 019

AUTHOR Natwick, Kathryn I.
TITLE Preparing the Head Start Children for Kindergarten through Parent and Teacher Education.
PUB DATE 91
NOTE 114p.; Master's Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Early Childhood Education; High Risk Students; *Kindergarten; Parent Child Relationship; *Parent Education; Parent Workshops; *School Readiness; Screening Tests; Self Esteem; Student Adjustment; *Teacher Education; Teacher Workshops; *Transitional Programs
IDENTIFIERS Developmentally Appropriate Programs; *Project Head Start

ABSTRACT

The overall goal of this 10-week practicum was to train parents and teachers in activities that would reduce anxieties and increase skills in Head Start children in order to prepare them for the transition to kindergarten. A kindergarten preparation curriculum unit was developed and workshops were held for training Head Start teachers in its use. Workshops were developed to train parents to: (1) prepare children for the transition to kindergarten; (2) become involved in their children's education; and (3) increase their children's self-esteem. A booklet of activities was prepared for parents to use over the summer to develop children's cognitive, social/emotional, and motor skills. Home visits were made to 37 families during the summer to monitor developmentally appropriate activities. All objectives of the practicum were met, and all children who participated in the summer home visits made a successful transition to kindergarten. (SH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED339459

Preparing The Head Start Children For Kindergarten Througn Parent And Teacher Education

by

Kathryn I. Natwick

Cohort 35

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kathryn I. Natwick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1991

PS 020019

BEST COPY AVAILABLE

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of otner, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

2-20-91
Date

Kathryn D. Natwick
Signature

Abstract

The development of strategies to train teachers and parents to prepare the Head Start children for the transition to kindergarten. Natwick, Kathryn I., 1990 : Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Head Start/ Preschool Education/ Early Childhood Education/ Transition to Kindergarten/ Parent Education/ Parent Child Relationships/ School Readiness/ Transition Curriculum Development.

The whole development of a child is an interaction between cognitive and emotional development. Cognitive development cannot take place successfully without the enhancement of emotional needs, such as self-esteem, confidence, and social skills. There are many factors that affect the child's success or failure in school, but, parental influence is one of the most crucial factors.

The author of this practicum used workshops, home visits, and an activity booklet to train the parents of this Head Start program in activities that enhanced the child's self-esteem, social skills, and maintained cognitive skills during the summer months before entry to kindergarten. Through the use of home visits, the author was a support to the families to ensure that developmentally appropriate activities were being provided to respond to the individual needs of the parent and child. The development of a curriculum unit used in the classroom assisted the Head Start children in dealing with the separation of the program and prepared them for the transition to the public school.

The training of staff and parents in the preparation of the Head Start children for the transition to kindergarten proved successful with the results being an increase in the amount of quality time parents spent teaching their children daily and all Head Start children being accepted and adequately prepared for kindergarten. Appendices include evaluation forms, workshop agendas, and an activity booklet for the parents.

Table of Contents

Page

Authorship Statement 1

Abstract ii

List of Tables iii

Chapter

1. Introduction 1

2. Study of the Problem 4

Problem Description 4

Problem Statement 7

Problem Documentation 7

Causative Analysis 10

Relationship to the Literature 12

3. Goals and Outcome Objectives 18

Overall Goal 18

Objectives 18

Evaluation 19

4. Solution Strategy 22

Solution Strategies Reviewed Through Literature 22

Strategy Decisions 26

Description of Selected Solutions 27

Implementation 30

Chapter

Page

5. Results, Conclusions, Recommendations. . . . 38

Results 38

Conclusions 41

Recommendations 43

Dissemination 43

References 44

Appendices 46

A. Parent Questionnaire 47

B. Pre Behavioral Assessment Form 48

C. Post Behavioral Assessment Form 49

D. Evaluation of Teacher Workshop 50

E. Evaluation of Kindergarten Curriculum 51

F. Parent Attendance Form 52

G. Evaluation of Kindergarten Readiness Workshop 53

H. Evaluation of Self-esteem Workshop 54

I. Questionnaire 55

J. Home Visit Form 56

K. Child Evaluation by Kindergarten Teacher 58

L. Teacher Workshop 59

M. Curriculum for Transition 60

N. Parent Workshop Preparing Your Child For Kindergarten 66

Page

Appendices

O. Parent Workshop -- Self-esteem 72

P. Parent Activity Booklet
Preparing Your Child for Kindergarten 75

Q. Questionnaire for First Home Visit 107

R. Questionnaire for Second Home Visit 108

Chapter 1

INTRODUCTION

Description of Community

The Head Start program is a federally funded, family focused, comprehensive child development program which provides educational, health, and social-services to low-income and special needs preschool children ages 3 1/2 to 5.

This Head Start program serves seven counties in eastern rural South Dakota. The economy of South Dakota is struggling. There are few jobs available in the many small communities. Many of the Head Start parents have less than a high school diploma. Due to the low incomes from a struggling economy, many of the Head Start parents have a very low self-esteem which is resulting in a high percentage of alcoholism, divorces, and unwanted pregnancies. The low self-esteem of the parents directly influences the self-esteem of their children.

This Head Start agency offers two program options. The first option is the Center Based option where the children are bused to the center four days per week for a comprehensive preschool program. The second option is the Home Based option, where the Home Visitor is employed to visit each home one day a week and provide the parents with

developmentally appropriate activities and child development information for the parents to use during the week with their children. Each of these children are given an opportunity to attend two group sessions per month to enhance the children's social skills.

Author's Work Setting and Role

The author of this paper is the Education Coordinator for the Head Start program who supervises six classrooms and the Home Base unit for a total of four classroom teachers and three home visitors.

The Education Coordinator is responsible for and supervises all aspects of classroom and education program requirements. The Education Coordinator duties consist of acquiring a working knowledge of the performance standards and applying them, supervising, writing, and revising the Education Plan annually in conjunction with the Policy Council, parents and staff. Planning, coordinating and supervising the development screening procedures for all children entering the Head Start program. Making recommendations regarding personnel actions for teaching staff in accordance with agency policies and procedures. Assisting and monitoring teacher activities in planning home visits regularly with teaching staff and mental health coordinator regarding behavioral or learning problems and recommending methods of modifying inappropriate behavior and encouraging learning. Assisting staff in the development of individual education plans. Ensuring that staff and program

resources reflect the multicultural diversity of the children in the program. Ordering all teaching supplies, furniture and equipment. Updating and maintaining central resource library for parents, staff and school personnel.

Chapter 2

STUDY OF THE PROBLEM

Problem Description

Head Start children in this agency frequently experience difficulty with the kindergarten screening process and the transition to the public school system. The children are scoring low on the kindergarten screening due to uncooperative behavior during the screening process.

One of the most crucial elements to being able to successfully function in life is that of a positive self-esteem. Children with a low self-esteem have difficulty developing socially, emotionally, and intellectually to their fullest potential. (Dalton, 1989)

The Head Start program helps to build the family's self-esteem by giving the parents opportunities to get directly involved in their children's education by volunteering in the classroom, helping in the Head Start kitchen, riding the bus, holding an office with the parent group, or becoming involved with the Head Start Policy Council.

When the parents volunteer in the classroom, the teacher is a role model in teaching developmentally appropriate educational activities for the children. The parents learn appropriate ways of teaching and disciplining their children at home.

The Head Start program is designed for a social approach to early childhood education rather than an academic approach to learning. This program builds the children's self-esteem by acknowledging each child individually throughout the day through the use of positive reinforcement for their every effort to develop a sense of independence, achievement and respecting individual differences.

Head Start parents are acknowledged as being their children's first and most important teacher. The parents are encouraged to become directly involved in their children's education whereas, the public schools have very little parent involvement. Head Start children have the opportunity to have comprehensive health, nutritional, and social services provided for them; the public schools have little or no services in these areas.

Head Start children and families are leaving a comprehensive developmentally appropriate program for a more academic and structured educational public school system.

The fact that the Head Start children and their families are going to be experiencing major changes in program structure means they will need to ganin new friends, learn new games, have a new teacher, learn new rules, schedules, expectations, and deal with new feelings of independence and separation, which results in feelings of inadequacy, insecurity and a lose of self-confidence.

The process of teaching is to strive to maintain continuity from one experience to the next. The best way to achieve this goal is to let each child ask their own questions and investigate ways to solve their own problems at their individual level of competence. (Forman, 1983)

Some children will feel very pleased about the fact that they are ready for kindergarten while other children experience great anxieties about leaving their secure environment for the uncertainty of the new.

The separation the children experience when leaving a preschool program, such as Head Start, is much like the separation one feels when leaving home as a young adult. Children who have been properly prepared for the separation by teachers and parents adapt better to new situations. (Ziegler, 1986)

The Head Start classroom teachers have indicated in their weekly evaluations and in their referrals to the coordinators their concerns about specific children having anxieties about entering kindergarten in the Fall. Parents have also expressed their concerns about their children being "ready" for kindergarten. Also, meetings with local kindergarten teachers and school personnel showed concern about the screening process and the need to reduce stress for the children entering kindergarten.

The above concerns show a clear need for a process to educate parents and teachers in the preparation of the Head Start children for kindergarten.

Problem Statement

The overall problems are the unavailability of training for parents in activities that will help them prepare their children for the kindergarten screening process and a successful transition to kindergarten; and the absence of a curriculum for the transition to kindergarten for the Head Start children that will build their self-confidence during the transition.

Problem Documentation

The Head Start teachers do send home weekly activities for the parents to do at home with their children to enhance the skills and activities being introduced in the classroom. The coordinators of the Head Start program do monthly inservices for the parent meetings to inform parents of the games they can develop at home for the ages and stages of child development, the nutritional and health needs of their child, what special needs services are available and the rights of the parents concerning special needs children and the social services that are available to the families.

This Head Start agency serves children from fifteen school districts which all have their own criteria for entrance to kindergarten. In order for the Head Start children to maintain continuity from one program to the next, a thorough understanding of kindergarten entrance requirements are needed by the parents and Head Start teachers to properly prepare the children for the transition to kindergarten and to maintain the children's self-

confidence and or self-esteem that the children have gained during the year in Head Start.

At the beginning of the year all parents and teachers are asked to fill out a Needs Assessment Questionnaire. Out of our total enrollment of 132 children, 79 parents indicated interest in kindergarten readiness on their Needs Assessment Questionnaire.

In the last five years, our Head Start records show that an average of ten percent of the children do not pass the local kindergarten screening. Through parent identification of the reason why their child did not pass the kindergarten screening, it was found that eight of the children became shy and lost confidence in themselves during the structured procedure. Three parents identified late summer birthdays of their children and the fact that they scored below average on the entire kindergarten screening. Two of the parents identified uncooperative behavior as the reason for failure of the kindergarten screening. Their children would not cooperate with any part of the screening procedure.

Through classroom observation by the teacher, education coordinator, and handicap/mental health coordinator, and the results of the Diagnostic Indicators for the Assessment of Learning - Revised screening done at Head Start and by the use of skills check lists; we at the Head Start program only identified three children who might be at risk in a kindergarten classroom. These three children would benefit

from another year at Head Start to improve their social competence, concepts, and motor skills.

Our Head Start records show that we have enrolled eight of the thirteen children for a second year of Head Start. Three of the thirteen children had parents who insisted that the public school service their children. Two of the thirteen children are without any program. The parents cannot afford an alternative program and the Head Start federal guidelines will not allow more than two years of service to each child.

The National Association of Elementary School Principals and the National Association of State Boards of Education have expressed concerns over kindergarten screening tools that require a child to pass a certain criteria before passing to the next level. They urge schools to be ready for the child and to take them as they are rather than labeling them "ready" or "not ready" for kindergarten. (Kami, 1990)

Testing or screening procedures can produce a great deal of fear and anxiety for some young children. For the Head Start child who has a lower self-esteem, this fear and anxiety will produce an even lower screening score which gives invalid results. We must prepare the children for kindergarten through parent and teacher education.

Causative Analysis

Lofthouse (1987) is advocating for a national cutoff date for entrance to kindergarten regardless of abilities or circumstances. We are highly mobile in today's world and all children should have an equal chance at success in school and not be punished for moving from one part of the country to another by being retained in a grade or held out of school because of age requirements for school entrance which change from one community to another. We need a national cutoff date for kindergarten entrance.

The struggling economy is causing a poor self-concept in the parents of the Head Start program. Parents are a role model for their children. If the parents have a poor self-concept the children may also have a poor self-concept and lack the security to deal with unfamiliar situations such as a kindergarten screening procedure. A highly structured screening procedure can cause fears in a child who is used to a more flexible whole-child program.

Parents do not have the availability of training to prepare their children for kindergarten. More parents are working outside the home and do not have the quality time to spend with their children doing specific activities.

The author of this paper reviewed the last five years of lesson plans of the seven Head Start teachers. In the last five years, only one teacher did a unit on "Moving On To Kindergarten." There is no curriculum unit available for teachers to use in preparing children for kindergarten.

The author of this paper sent a questionnaire to the Head Start parents to identify some of the causes of why children are not prepared properly for the transition to kindergarten. Out of the 132 questionnaires sent out, 92 responses were received. The responses are as follows:

The average amount of time 92 parents spend with their children each day doing activities is forty-five minutes. Out of the 92 responses 77 parents said they would spend more time with their children if they knew what activities to do. Out of the 92 responses, 46 of the parents work outside the home, Out of the 92 responses, 68 parents indicated that their child would be going to kindergarten in the Fall, eight parents indicated that their child was not age appropriate for kindergarten in the Fall, sixteen parents indicated they were not sure if their child was ready for kindergarten in the Fall. Out of 92 responses, forty-two parents know who their child will have for a kindergarten teacher, but only thirteen of these parents knew what type of activities this teacher uses to teach kindergarten children. Out of 92 responses to the questionnaire, 51 parents plan to volunteer in the kindergarten classroom. Out of 92 responses, 64 parents do know the requirements in their school district for their child to enter kindergarten. Out of 92 responses, thirty-three parents have indicated that their child has expressed concerns, fears, or statements of uncertainty about going to kindergarten. (See Appendix A: 47)

Relationship of the Problem to the Literature

Educating parents to teach school-related skills to their children in their home was started back in the eighteenth century by the use of pamphlets and an organized mother's group, known as Maternal Association's was in existence before 1820. Late in the 1800's three national groups began: The American Association of University Women, the Child Study Association of America, and the National Congress of Parents and Teachers. All groups tried to educate parents in child development and better parenting. By 1920 there were more than 75 organizations providing parent education. (Johnson, 1989)

In the nineteenth century the major goal of parent education was in moral and religious development. The twentieth century parent education focused on physical, mental, and emotional growth of children. The most recent emphasis on parent education has been in the cognitive area of development. (Johnson, 1989)

In the 1960's education of the low-income children became a major emphasis with the beginning of the Head Start program. Researchers found that "negative impacts of the family are not usually overcome by later schooling." (Johnson, 1989:1) Children are greatly influenced by their environment, therefore, the family is the greatest influence on a child and it's the family that can make the greatest changes in a child's education.

In 1984 Head Start launched a Family Literacy project funded by the Administration for Children, Youth and Families and expanded in 1986 to the Parent Enrichment Projects. The benefits resulting from this initiative have been reported as increased self-esteem of the parents and also an increase in parent and children enjoying reading books together. "Literacy research indicates parents' reading values and habits are very influential in their child's literacy development." (Gustafson, 1989:1)

Parent education programs are now taking on vastly different roles. There are programs to inform parents of the ages and stages of child development, programs that teach parents how to increase their child's cognitive development, there are social service programs which emphasize family and community relations, programs for single parents, parents of handicapped children, and teenage parent programs. A family support program which takes into consideration the whole family is the newest progression of the 1980's. (Weissbourd as stated by Powell, 1986)

"Parents have different developmental stages and life circumstances." We must take into consideration the developmental level and living conditions of parents when providing them with a parent program to ensure their interest level and participation in a program. Parents under stress need a longer period of time before they will contribute to group participation. (Powell, 1986: 49).

The Head Start Home Based program has proven its' success in working with parents by adjusting the program to meet the needs of each entire family.

Programs for parents that have been the most successful are programs such as Levenstein's Mother/Child Home Program which was kept "as simple as possible." The program had positive effects on children which was designed as structured home visits to model how parents could verbally interact with their child and "sustain play with a toy." (Levenstein, O'Hara, Madden 1983 as stated by Powell, 1986)

Fillmore, 1988, (as stated by Powell, 1986: 51) says "parents need to know what teachers regard as necessary preparation and experiences for school and that schools need to find culturally appropriate ways to deliver the curriculum."

Parents must be allowed involvement in all decisions regarding placement of their children in the public school system. Parents are the first and primary teachers of their children and are very aware of their children's abilities.

Emotional growth, which produces a positive self-concept, does not develop at the same rate in all children. The fears that children have are very real to them. Fears of strangers and new situations are as real to children as they are to adults. We as adults, must never disregard children's fears but rather take into account these insecurities and reassure the children in a positive manner. Preparing children for new situations can alleviate many of these insecurities.

Burts (1989) as stated by Freeman (1990), found that children in a developmentally appropriate classroom exhibited fewer stress behaviors.

Abrupt separation from one program to another can cause anxieties for some children who have not been properly prepared for the separation. Parents and teachers must plan the last few weeks of the preschool program for the children's separation from the preschool program as carefully as they plan the first few weeks of the new kindergarten program. Parents can do many valuable activities during the summer to prepare their children for kindergarten in the Fall. (Ziegler, 1986)

When testing children for kindergarten entrance there are several facts to consider: 1. Most children have never been in a testing situation before. The testing situation may intimidate and scare the children which will affect the true results of the test. 2. Most children have no idea what will be expected of them and may be more interested in what's going on around them than what is actually expected of them. 3. The time of the day the test is given may affect the test results or what has happened before the child arrived for the test. 4. Children change and grow during the three months of summer before entering kindergarten. Tests given in the Spring may not reveal actual abilities in the Fall. 5. The background and experiences of the children vary. Some tests have proven to be "culturally biased." (Hilliard, 1979 as stated by Peck,

McCaig, Sapp, 1988). 6. Parents know their child best and should be interviewed for a complete picture of the child's abilities. (Peck, McCaig, Sapp 1988). 7. "All readiness tests have error rates in the range of 50 per cent." (Shepard & Smith as stated by Peck, McCaig, Sapp 1986: 20).

Decisions for placement of children should never be based on one score. Tests should only be used for the purpose they were intended and should not be used for screening children out of kindergarten or placing children in a special group. (NAEYC, 1987)

Sinatra, (1983) stressed the importance of parent involvement with their children in the areas of conversation and interaction during the child's early years when the brain is going through a growth spurt during the ages of 2-4 and 6-8.

Williams (1983) introduced preschoolers to the kindergarten world almost a year before they entered kindergarten by allowing preschoolers to come to the kindergarten room for one hour each week. This experiment resulted in a less stressful situation for the children when they entered kindergarten in the Fall because the children were familiar with the surroundings.

Tizard, (1981: 26), carried out research on children's language at home and school. Her findings showed that children who were reluctant to talk with a teacher and rarely asked questions in the classroom, "bombarded their mothers with questions and conversation at home."

Kami, (1984), is calling for a halt to achievement testing in kindergarten through second grade due to the fact that achievement tests are not valid measures of learning and that testing results in classroom practices are harmful to young children's development.

Kagan, (1984: 267), states that " if a child finds the standards too difficult to attain, the child becomes vulnerable to distress."

The previous literature, relating to the problem of preparing children and parents for the transition to the public school, clearly suggests that we, as adult educators, must insure that appropriate transitions take place for a successful beginning to the lifelong process of learning for those children entering kindergarten.

Chapter 3

GOALS AND OUTCOME OBJECTIVES

Statement of Overall Goal

The overall goal of this practicum was to train parents and teachers in activities that would reduce anxieties and increase skills in the Head Start children for the preparation of the transition to the kindergarten classroom.

Objectives Projected For This Practicum Were As Follows:

1. The Head Start children will reduce anxieties of their transition to kindergarten by a success rate of 98 per cent after one week of implementation of the kindergarten curriculum unit in the Head Start classroom as indicated on a comparative behavioral pre- and post-assessment of each child.

2. During the ten week implementation of this practicum, two workshops for the parents will be developed and implemented by the author of this paper and 60 parents out of the 132 parents in this Head Start program will attend as indicated on the attendance form and the evaluation of the workshop form.

3. During the ten week implementation of this practicum, the author of this paper will develop home activities and strategies for the parents to implement during the summer to increase the child's self-esteem and

to maintain the skill levels obtained during the past year in the Head Start classroom as evidence will show a 90 per cent success rate of the children's transition to the public school system as indicated on the parent questionnaire.

4. During the ten week implementation of this practicum, forty parents will participate in home visits, with this writer to determine if the activities and strategies being implemented at home are developmentally appropriate for the child entering kindergarten in the Fall, with a success rate of 80 per cent as indicated on the Home Visit Attendance Record.

5. The kindergarten teachers will access the Head Start children, in the Fall, in the areas of social, emotional, and cognitive skills by using an opinion evaluation form with a sucess rate of 90 percent of the Head Start children showing a successful transition to the kindergarten classroom.

Evaluation

The instruments used for evaluation were as follows:

1. Pre- and post-behavioral assessment form: These forms were used by the teachers and assistant teachers to determine if the curriculum reduced fears, anxieties and undesirable behaviors connected with entering kindergarten. (See Appendix B and C: 48; 49)

2. Evaluation of Teacher Workshop Form:
This form was used by the author of this paper to determine what was liked and disliked about this presentation. It also

tells the author what the participants learned from this presentation and what the participants would like to know more about. (See Appendix D: 50)

3. Curriculum evaluation form: This form was used by the teachers and assistant teachers to determine the valuation of such a curriculum for future use. It also determines what information was successful with the children and what changes and additions should be made for future use of the kindergarten curriculum unit. (See Appendix E: 51)

4. Parent Attendance Forms: These forms document the number of parents in attendance at the workshops and also indicate the number of parents willing to participate in the summer home visits, with the author of this paper. (See Appendix F: 52)

5. Evaluation Workshop Form: This form indicates what information given at the workshops was most valuable to the parents attending the workshops; what they liked best about the workshops and what they didn't like about the workshops. These forms are valuable to the writer of this paper to determine what information should be included or omitted from future workshops. (See Appendix G and H: 53; 54) .

6. Parent Follow-Up Questionnaire: This form indicates by October 1st: (a.) The increase of time spent by the parents doing activities with their children each day. (b.) The success rate of the activities presented during the summer. (c.) The number of children that participated in the summer activities that entered

kindergarten in the Fall. (d.) The number of children having a successful experience in kindergarten by October 1st, according to parent opinion. (e.) The percentage of parents volunteering in the public schools. (f.) What activities were most helpful to the child during the summer. (g.) What information was most helpful to the parents during the summer. (See Appendix I: 55)

7. Home Visit Form: This form indicates the number of home visits made by the author of this paper during the summer to the parents participating in the summer activities. This form shows that 73 per cent of the 37 parents participated in home visits. (See Appendix J: 56)

8. Child Evaluation By Kindergarten Teacher: This form was used by the kindergarten teachers to determine the number of Head Start children in their classrooms who showed readiness for kindergarten in the areas of social, emotional and cognitive skills by October 1st. (See Appendix K: 57)

Chapter 4

SOLUTION STRATEGY

Solution Strategies Reviewed Through Literature

After reviewing the literature concerning the importance of parent involvement, the child's self-concept, curriculum characteristics and testing procedures concerned with the transition of Head Start children to the kindergarten classroom it is apparent that we must recognize that there are no standard children or families. Individual needs and family characteristics must be considered when planning a program change.

The basic needs of children must be our priority. If emotional needs are not met, any attempt at cognitive development will be of no use. When children's emotional needs are met and the children feel stable and secure, only then are the children ready to accept learning experiences and changes within their lives. (McCarthy and May, 1974)

A child's play is a child's work. Children learn great amounts in all areas through their play and increase their self-esteem according to their increasing competence in the use of language, math and science. Through play the children develop self-discipline and problem-solving skills according to their individual abilities. Children learn naturally through play. This general approach to learning

is advocated by the National Association for the Education of Young Children. This approach is currently being called developmentally appropriate practice. This approach to learning includes theories and practices according to Barbara Biber, Erik Erikson, Jean Piaget, David Weikart, and David Elkind, to name a few. This approach to learning is being taught to Columbia Teachers College, Wheelock, Pacific Oaks, and Erikson Institute to name a few, who specialize in early childhood education. "Self-esteem is not taught but rather learned largely through the way adults live with young children." (Greenburg, 1990: 77)

"In public school, there should be a developmentally appropriate placement for every child of legal entry age." (NAEYC, 1986: 13) Public schools must be ready for the child not the child to be made ready for the school.

> "Teachers, parents, agencies, programs, and consultants who have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level or program to another." (NAEYC, Bredekamp,1986:12)

The sharing of developmental information, is one of the problems being dealt with in the Administration for Children, Youth, and Families transition project for Head Start. The findings showed that the Head Start program shared with the public schools the health records, and special needs records but a low number of developmental records were shared. Of the developmental records that were shared in this project, very few ever reached the

kindergarten teacher through the principal. It was more successful if the records were shared directly with the teacher.

Parent training is the most critical phase of the transition. Parents must be given information that will help them continue to be advocates for their children in the public schools. "Parents are the prime educators of their children," and in accordance with that statement, parents must be given activities that they can do at home to enhance their child's preparation for kindergarten. Parents must learn how to become partners with the public school. (ACYF, 1988)

"Parents are a vital link to helping children feel positive about themselves and their learning abilities." Children will be more successful the earlier parents get involved and stay involved with their child's education. (Spodek, 1989: 25)

The Head Start Bureau and the office of Private Sector Initiatives started the Parent Enrichment Program (PEP) in 1986. The main goal of PEP was to increase parent participation in community and educational programs and emphasizing parents as their children's primary educators. The parent participation did increase but it was difficult to determine if it was from the PEP participation. However, these types of activities were new to the Head Start programs that participated. Most activities were to increase the parent's self-esteem. (Colvin, 1989)

The Head Start Parent Education Project in Omaha, Nebraska works with parents in their home to improve their children's academic achievement. The project works mainly with parents who lack a formal education and parents of children who have graduated from the Head Start Program.

In 1986 and 1987, the Administration for Children, Youth and Families provided two-year grants to thirty Head Start programs to develop models for the transition of Head Start children and families to the public schools. Some of the transition methods that were successful for these model programs were: 1. A written agreement between Head Start programs and public schools defining roles and responsibilities for each program. 2. Directives from Superintendents and Principals that set a positive commitment to the transition project. 3. Meetings between kindergarten teachers and Head Start teachers to clarify program goals and expectations. 4. Programs that did many various activities with the children and families to prepare them for the transition. 5. Training for parents in ways to deal with the school system, what to expect, and parental rights. 6. Visits by the Head Start children to the kindergarten classroom. 7. Visits by older children and or kindergarten teachers helped to eliminate any fears the children had. 8. Summer activities for the parents to do at home helped maintain already learned skills. 9. When kindergarten participated in transition activities the children adjusted easier to school. (ACYF, 1988)

The literature review clearly indicates that planned, developmentally appropriate transition procedures by teachers, parents, and programs do help reduce fears and increase the children's self-concept to successfully make the transition adjustments to the public school system.

Strategy Decisions

Strategies that were implemented for the solution to the problem of preparing Head Start children for kindergarten and the transition to the public schools, include the successful strategies and approaches used by various Head Start programs and the theories of expert educators in the field of early childhood education. The solutions selected by the author of this paper provide strategies to implement and evaluate the preparation of Head Start children through teacher and parent education.

All children who are legally of age should be accepted into the public school system if this is the wish of the parents. Kindergarten screenings should be used to determine the needs of the children and not to determine readiness. The school systems must be ready for the children; not the children to be made ready for the school system. (Bredekamp, 1986)

The South Dakota Legislature, this year, considered moving the cut-off date for kindergarten entrance from September 1st to June 1st. We must remember that changing the entrance date only produces another group of youngest children.

Parents are concerned about their children being the youngest in the classroom and some parents are holding their children out of school for another year because the young children cannot adjust to the high academics. However, Shepard and Smith, (1986) state that research shows that the effect of being the youngest in the classroom disappears after the third grade.

The experiences at Cornell Nursery School indicate that they have better success with children moving form one program to another if the children are well prepared before they leave the program and have a happier experience of transition. The parents must also be involved in the preparation for the transition. (Ziegler, 1986). For some parents, preparing their children for the transition to kindergarten will be a pleasant, enjoyable task. For other parents who do not have these skills it will be difficult if they are not given training in activities to do with their children. We must prepare the Head Start parents for the changes in program structure. Educating the parents in activities that they can do with their children during the summer will help to maintain the skills, attitudes and behaviors gained during the past year in Head Start.

Description of Selected Solutions

1. The author of this paper presented a workshop for Head Start teachers and assistant teachers for training of the implementation of the kindergarten preparation curriculum unit. (See Appendix L: 58)

2. The author of this paper and the Head Start teachers and assistant teachers prepared a curriculum unit to be used in the Head Start classroom during the last week of Head Start. The goals of the curriculum unit were to familiarize the children with specific situations and changes they would experience with the transition to the public school system and to reduce the fears and anxieties the children may be experiencing by providing opportunities for the children to discuss and role play these situations. (See Appendix M: 59)

This writer observed the classrooms during the implementation of this curriculum unit to evaluate the usefulness of the activities and to observe the reactions of the children to these activities. It was observed that the children asked very direct questions about their fears of kindergarten, such as, "Who will be my friend?", " Is my teacher nice?", "What do we do in kindergarten?" and " I don't know how to read, yet!"

3. The Head Start teachers and assistant teachers did an assessment of each child's behavior and attitude about going on to kindergarten before the curriculum unit and after the curriculum unit was presented to indicate the number of children who gained a positive attitude about entering kindergarten.

4. This writer prepared two workshops for the parents. The first workshop was to give parents information on how to help prepare their children for the changes at kindergarten.

It made them aware of what changes were to take place and how they could help their child become familiar with and accept the changes. The parents were given information on how children learn at this age and what criteria was important for the children to know before they entered kindergarten. This workshop informed the parents of ways to prepare for a successful day at kindergarten. It informed the parents of ways to become involved in the school system and their child's education. This workshop actively involved the parents in games and activities that they could do at home with their children. (See Appendix N: 65)

5. The second workshop for the parents addressed child development and the emotional development of their child. This workshop gave the parents information in ways they could help develop their child's self-worth by giving their child developmentally appropriate responsibility, acceptance, cooperation, and learning to communicate . It explained the real fears children have, and ways to handle behavioral situations, what to expect from children, and why it's important for the parents to trust their child. (See Appendix O: 71)

6. This writer prepared a booklet containing activities the parents could implement during the summer, at home, to help prepare their children for the changes and transition to kindergarten. This booklet contains activities that concentrate on cognitive skills, fine and gross motor, social/emotional and finger plays. (See Appendix P: 76)

7. This writer made two home visits to each of the 37 parents who signed up for the summer activities to ensure that the activities being presented in the home were developmentally appropriate for each child. New ideas and activities were presented to the parents when the writer could observe that the parents needed guidance and instruction in different areas to fit the specific needs of their child. This writer developed a questionnaire to use at each home visit. It identified the most useful activities for each child, what area their child was having difficulties, measured the length of time the parents spent reading to their child, what information this writer could gather for the parent for the next home visit, and any new activities the parent would be interested in trying for the rest of the summer. (See Appendix Q and R: 107, 108)

Implementation

Week One --- 1. This writer prepared the workshop for the Head Start teachers and assistant teachers to inform them of the strategies for the implementation of the kindergarten curriculum unit.

2. Set up the kindergarten visitations for the children with the public schools. Contact the principals by phone and explain the goals of the transition process.

3. This writer presented the workshop for teachers and assistant teachers at the regular monthly teachers meeting. It was at this workshop that all participants cooperatively designed the curriculum unit.

4. The teachers and assistant teachers did the behavioral observations for the pre-assessment of the Head Start children. This was not time consuming as the teachers had observed these behaviors and comments for some time before this writer had asked them to do this. They were well aware of the needs and attitudes of each of their children.

5. The author of this paper did classroom observations while the teachers implemented the kindergarten curriculum unit. It was interesting to see the differences being implemented in the way the curriculum was being presented even though each of these teachers were part of the development of the curriculum. It brings to light the importance of individual creativeness. Each teacher added their own unique qualities to the curriculum. Each teacher was working with the same curriculum but each classroom teacher presented it a little different. This point is important to remember. What works for one; may not work for the other.

Week Two --- 1. The teachers and assistant teachers evaluated the curriculum unit and did the post-behavioral assessments of the children at the last teacher's meeting. The curriculum unit was approved 100 per cent by all participants, but it was recommended that the unit be extended by one week for future use. The post-behavioral assessment showed that 15 of the 16 children showing transition difficulties were now showing positive attitudes.

2. This writer prepared two workshops for the parents. The first workshop addressed kindergarten preparation. The second workshop addressed the self-esteem of the child entering kindergarten.

The parents were sent a notice of the workshop through the teachers.

3. This writer presented the workshops. They were held on two consecutive nights for the convenience of the parents who had to travel longer distance to participate. All parents were notified of the workshops. Fifty-three participated in the workshops. Thirty-seven registered to participate in the summer home visits.

Week Three --- 1. This writer prepared the booklet of activities for the parents to use during the summer. Activities that were chosen for the booklet were activities that would enhance the skills the children had already been presented in Head Start. The activities chosen took into consideration the fact that most parents don't have long periods of time to spend with their children. These activities can be incorporated into the daily schedule of almost any parent with little effort. Very little equipment is needed to do these activities. Most material can be found around the house.

2. The booklet of activities was either hand delivered or mailed to the parents participating in the summer home visits.

3. This writer developed the questionnaire to be used on each home visit during the summer. This questionnaire helped evaluate each home visit for this writer and helped the parents to evaluate the progress they made during the summer home visits.

Week Four --- 1. This writer went on three home visits daily for a total of 18 home visits. Each home visit was 1 to 1 1/2 hours in length. During the home visits the following agenda was used:

A. What developmental areas are of the most concern?

B. What activities have been done to enhance this area of concern.

C. Give parent new ideas that will enhance this area.

D. How to get a library card if the family has none.

E. Number and Number Concept Activities.

1. Make parent aware of the importance of math concepts to self-concept.

2. Show parent methods of counting and math concepts. (a.) Cooking, (b.) Setting Table, (c.) laundry, (d.) telling time, (e.) self-concept.

F. Make counting cards, use calendars for numbers, egg carton counting game, divide objects into sets, counting rhyme, make scrapbook of items to count, counting rhyme --- leave handout on counting rhyme.

G. Read story of Three Little Bears -- child draws picture and dictates story for the parent to write.

Week Five --- This writer went on three or four home visits daily for a total of 15 home visits during this week. The agenda followed was the same as the agenda for week four. This completes the first home visits for the 37 parents signed up for the summer home visits.

One problem this writer encountered was with the parents who had no phone. This writer called all parents the day before the home visit was scheduled except the parents without phones. It was found that they were not at home. Notes were left on the door indicating what time this writer would return for the visit. Some visits were rescheduled if the parent was reached by phone. Due to the distance driven to make the home visit, this writer made every effort to complete this home visit. Some visits were made on Saturdays and some visits were made in the evenings to accommodate the parents schedules. Thirty-three of the thirty-seven home visits scheduled were completed.

Week Six --- This writer went on two or three home visits per day. Each home visit lasted 1 to 1 1/2 hours in length. These home visits were the second home visit scheduled. The agenda for the this home visit follows:

A. Discuss activities used since last visit.

B. Discuss kindergarten screening with those parents whose children have not been through the screening process.

C. Inform parents of the importance of reading and the printed word for the child.

D. Book activities -- each child will dictate their own story and make a book with pictures drawn or found in magazines. This is an activity that can continue at home with the parents until the child has completed the entire story.

E. Name printing -- unlined paper was given to each parent and a copy of the alphabet that their school district used.

F. Recommendations of books for the parents to read to their children were given - Books relating to going to kindergarten. This writer role modeled how to effectively read a book to the child.

G. Gross motor skills were stressed. Gross motor games were given to the parents.

H. Play dough was made on this home visit if the parents had not already made playdough from the recipes in the booklet.

I. The evaluation at the end of the booklet was discussed and the writer encouraged the parents to send them in by the 1st of October.

Week Seven --- This writer went on three or four home visits daily. The agenda was the same as the previous week. This completed the second home visit for each of the 37 parents who signed up for the home visits. Thirty visits were completed out of the 37 scheduled. Of the 37 parents who scheduled home visits, each parent received at least one of the home visits. Of the eleven missed home visits,

three families moved out of the district; two families had illness; two families had unexpected situations come up; and four parents forgot the home visit schedule and were not available. The four parents who forgot the home visit received materials in the mail.

Week Eight --- Telephone all parents that attended the kindergarten screenings to acquire the results of the screenings.

Compile all information from the home visits and the kindergarten screenings.

Week Nine --- Prepare questionnaires for the kindergarten teachers. Send the questionnaires by mail to the kindergarten teachers. The questionnaires were developed as observational assessments to avoid having the teachers fill out a complicated checklist. In the first month of school the teachers would not have the opportunity to do an extensive checklist, however they would be able to make a general observation of each Head Start child within their classroom.

Week Ten --- Collect and compile all information from the kindergarten teachers and the parents who participated in the summer home visits. Nine kindergarten teacners were servicing the 37 children who participated in summer home visits. Three observational assessments were received from the teachers by the date requested. Four observational assessments were gathered personally by this writer from kindergarten teachers who were within a short driving

distance. No response was received from two teachers. Thirty-five evaluations of the thirty-seven children participating were received. All thirty-five children were evaluated as being prepared for kindergarten.

Of the 37 parents participating in the summer home visits, 22 parents sent in their evaluations by the date requested. This author telephoned or wrote a letter to each of the parents that did not respond. Nine of the 15 parents responded to the phone call or letter. A total of 31 evaluations were received of the 37 parents participating in the summer home visits. All 31 of the parents responding had increased the amount of time they spent daily with their child. The average amount of time was now 1 1/2 hours spent with their child. All 31 parents felt the booklet of activities was helpful to them. All 31 children had entered kindergarten. All children were enjoying kindergarten. Only four parents had volunteered in the kindergarten classroom. Only two of those parents felt comfortable in the kindergarten classroom.

Chapter 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

This practicum was designed to train Head Start parents and teachers in activities that would reduce anxieties and increase skills in the Head Start children for the preparation of the transition to the kindergarten classroom. Following are the results of each objective of the practicum.

Objective One

The kindergarten curriculum was developed by the writer in conjunction with the Head Start teachers and assistant teachers. The teachers put the curriculum to use in the classroom during the last week of school. The results of the comparative pre- and post-assessment of the behavior and verbal expressions of the children showed that all children but one were expressing positive statements and displaying positive behaviors when discussing entering kindergarten after the curriculum was put into effect. As stated in objective one, the Head Start children would reduce their anxieties of their transition to kindergarten by a success rate of 98 per cent after one week of implementation of the kindergarten curriculum unit. This objective was fulfilled.

Objective Two

Training for the parents is vitally important in the success of the preparation for the transition to kindergarten because of the changes in philosophies of how the different educational systems are set up. The Head Start parents were given training in preparing their child for the changes in kindergarten, in child development, and developmentally appropriate activities to maintain skills learned in Head Start, and how to help build their child's self-esteem. This training took place in two separate workshops. This writer projected that 60 parents out of the total 132 families being served would participate in the two workshops. The distance for traveling to the workshops was a problem for some parents and also working schedules was a problem for some parents. Forty-five parents attended the two workshops. The evaluations of the workshops show that the parents were very interested in the subject and the material presented will be very useful for the parents to prepare their children for kindergarten. Thirteen parents suggested longer workshop time. These workshops were both two hours in length. This shows that the parents are very interested in discussing how to help prepare their children for kindergarten and what they can do to increase their child's self esteem. The parents were asked to become directly involved in these workshops which proved very successful. This goal was fulfilled but not with as many parents as anticipated.

Objective Three

This writer developed a booklet of activities for the parents to do with their child during the summer to maintain or increase the skills learned during the year in Head Start. It helped increase the amount of time spent with their children because it gave them the specific ideas of what to do with their child. The average amount of time parents spent doing activities with their child was forty-five minutes before they had the booklet. With the booklet the average amount of time each of the 37 parents spent with their child was 1 1/2 hours daily. In the past five years, our Head Start records showed that 10 per cent of the Head Start children were not passing the kindergarten screenings. This year all Head Start children except two went on to kindergarten and have not been referred back to Head Start. One child came back to Head Start this year because the parent did not feel the child was ready for kindergarten. The second child is a special needs child and is being double programed between Head Start and the public school preschool disabilities program. This objective was fulfilled and is validated on the parent questionnaire.

Objective Four

This writer made two home visits with 37 parents during the summer to ensure that the activities the parents were doing with their children were developmentally appropriate. The writer also helped the parents with such things as obtaining a library card for the family, providing

additional materials for the parents to work with their children and providing support for the parents with the goals they were trying to accomplish with their children. Thirty-seven parents agreed to participate in two home visits for a total of 74 home visits. Sixty-three home visits were actually completed by this writer. This objective was fulfilled with 85 per cent of the home visits being completed as validated on the home visit attendance record.

Objective Five

Questionnaires were sent to the nine kindergarten teachers who were servicing the 37 children who participated in the summer home visits. Responses were received from seven teachers. All 37 children made a successful transition to the kindergarten classroom by October 1st through general teacher observation. This objective was fulfilled as validated on the kindergarten teacher questionnaire.

Conclusions

The results of the practicum indicate all objectives have been successfully completed. With the participation of the public schools allowing the Head Start children to visit the kindergarten classroom, the kindergarten curriculum unit devised to be put into practice in the Head Start classrooms was an important step to successfully relieving the anxieties felt by the Head Start children about entering kindergarten in the Fall.

Training for the parents in preparing their child for the transition to the kindergarten classroom is vitally important to the success of the transition process. It provided the parents with specific knowledge of what is expected of their child in kindergarten, ways to accomplish these goals, and why the child's self-esteem is so important to the success of the child's development.

The parents who participated in the home visits found the support and individual guidance to be extremely helpful. It gave the parents the encouragement to become involved in their child's educational development. This writer believes it increased the parent's self-esteem which, in turn, increased the child's self-esteem.

This writer has been with this Head Start program for ten years and this is the first year that all children were accepted by the public school system for entrance to kindergarten. Two children did return for services in Head Start but one was a parent preference and the other was a child with disabilities who is being doubled programed with Head Start and the public school system.

In the future this Head Start program will continue to expand and revise this process of preparing the children and their families for the transition to kindergarten. This program will expand the kindergarten curriculum unit to two weeks. The parent workshops will be given during the last few months of Head Start to allow the parents sufficient time to absorb the material. This program will continue to

build a positive relationship with the public school system. The entire transition process will grow to be a cooperative process between Head Start and the public school system with all children experiencing a successful transition.

Recommendations

1. An enthusiastic attitude by all classroom teachers is essential to successful implementation of the kindergarten curriculum unit.
2. Workshops that actively involve the participants is essential in maintaining the interest of the parents.
3. Providing training for parents in specific activities that deal with skills needed for kindergarten entrance and developing the child's self-esteem are essential to the success of the child's transition to kindergarten.
4. Home visits are essential in maintaining parent interest in their child's educational development and in increasing the parent's self-esteem.
5. Building a positive working relationship with the public school personnel is of utmost importance for future expansion of the transition process.

Dissemination

A copy of this report will be given to the Executive Director, program coordinators, Policy Council members, and target public school personnel so that the information reported can support the continuation and expansion of this project. The findings of this report and the materials used will be given to all Head Start programs in South Dakota.

REFERENCES

Colvin, James. "An Update on the PEP Project," **National Head Start Bulletin**. March 1989, p.4.

Dalton, Mary. "Why Have A Self-Esteem Program?" **Early Childhood News**. January/February 1989, p.1:13

"Developmentally Appropriate Practice," National Association for the Education of Young Children, 1986. Bredekamp, Sue. Editor. p. 13:12

Forman, George E. and Kuschner, David S. **The Child's Construction of Knowledge Piaget for Teaching Children**. Washington D.C. National Association for the Education of Young Children 1983. p.45

Freeman, Evelyn. "Issues in Kindergarten Policy and Practice," **Young Children**. May 1990, pp. 29-34

Greenburg, Polly. "Why Not Academic Preschool?" **Young Children**. January 1990. p. 77

Gustafson, Marlys. "Head Start Launches Family Literacy Initiative," **National Head Start Bulletin** 30. September 1989, pp. 1:6

Johnson, Richard H. "Parent Education in the United States....Then and Now," **National Head Start Bulletin**. 29. March 1989

Kagan, Jerome. **The Nature of the Child**. Cambridge MA, Harvard University Press, 1984. pp. 266-268

Kamii, Constance. **Achievement Testing in the Early Grades: The Games Grown-Ups Play**. Washington D.C. National Association for the Education of Young Children, 1990, pp. 171:15

Lofthouse, Russ. "One Man's Windmill," **Teaching Pre K-8**. April 1987, pp. 39-40

McCarthy, Jan. May, Charles R. **Providing The Best For Children**. Washington D.C. National Association for the Education of Young Children, 1974. p. 222

"NAEYC Position Statement on Standardized Testing of Young Children 3 Through 8 Years of Age," **Young Children**. March 1988. pp. 42-47

Peck, Johanne T. McCaig, Ginny. Sapp, Mary Ellen. **Kindergarten Policies What Is Best For Children?**. Washington D.C. National Association For the Education of Young Children; 1988. pp.20-22

Powell, Douglas R. **Families and Early Childhood Programs.** Washington D.C. National Association for the Education of Young Children, 1989. p. 119

Powell, Douglas R. "Parent Education and Support Programs," **Young Children**. March 1986, pp. 47-51

Sinatra, Richard. "The Parents Role in Healthy Brain Development," **Early Years**. December, 1983. 14 : 32-37

Spodek, Bernard. "Ask The Expert," **Pre-K Today.** March 1989, p. 25

Tizard, Barbara. "Language At Home And At School," **Language in Early Childhood Education**. Cazden, Courtney B. Editor, Washington, D.C. National Association for the Education of the Young Children, 1981 p. 26

Transition From Preschool to Kindergarten, Administration for Children, Youth and Families, U.S. Department of Health and Human Services, 1988

Williams, Mary Lynn. "Lucky Preschoolers Get a PEEP at Kindergarten," **Early Years**. May 1983. pp. 13 : 33

Ziegler, Patricia. "Saying Good-Bye to Preschool," **Reducing Stress In Young Children's Lives**. McCraken, Janet Brown. Editor. Washington D.C. National Association for the Education of Young Children. 1986, pp. 30-33

APPENDIX A

PARENT QUESTIONNAIRE

1. How much time do you spend each day doing activities with your child? (Average time: Forty-five minutes)
2. Would you spend more time with your child if you knew what kind of activities to do? Yes 77 No 15
3. Do you work outside the home? Yes 46 No 26
4. Will your child be going to kindergarten in the Fall? Yes 68 No _____ If not, why? (8 - Age) and (unsure - 16)
5. Do you know who your child will have for a kindergarten teacher? Yes 42 No 50
6. Do you plan to volunteer at the public school when your child enters school? Yes 51 No 41
7. Do you know what the requirements are for your child to enter kindergarten in your school district? Yes 64 No 28
8. Is your child happy about going to kindergarten? Yes 59 No 33 If not, please explain (Average answer - afraid of the change and wants to stay home.)
9. Are you familiar with the types of activities or style of teaching that the kindergarten teacher uses?
   Yes 13 No 79

APPENDIX B

PRE BEHAVIORAL ASSESSMENT FORM

Family Code_____

1. Does this child exhibit enthusiasm when discussing entering kindergarten? Yes 116 No 16
2. Does this child express fears when discussing entering kindergarten? Yes 5 No 127
3. Does this child display inappropriate behaviors when discussing kindergarten? Yes 3 No 129
4. Does this child express anxieties and concerns about going to kindergarten? Yes 8 No 124
5. Does this child's parents express concerns about their child entering kindergarten? Yes 28 No 104

APPENDIX C

POST BEHAVIORAL ASSESSMENT FORM

Family Code_____

1. Does this child exhibit enthusiasm when discussing entering kindergarten? Yes 131 No 1
2. Does this child express fears when discussing entering kindergarten? Yes 0 No 132
3. Does this child display inappropriate behaviors when discussing kindergarten? Yes 1 No 131
4. Does this child express anxieties and concerns about going to kindergarten? Yes 1 No 131
5. Does this child's parents express concerns about their child entering kindergarten? Yes 10 No 122

APPENDIX D

EVALUATIION - TEACHER WORKSHOP - KINDERGARTEN READINESS

1. What did you like best about this presentation?
   A. Importance of planning for transition
   B. Evaluation needs of transition for kindergarten
   C. Curriculum development (10)
2. What was the most useful information that you gained from this presentation?
   A. Importance of planning for transition (3)
   B. Evaluating needs of transition
   C. Curriculum development (7)
3. What would you like to know more about?
   A. Importance of planning for transition (1)
   B. Evaluating needs of transition
   C. Kindergarten curriculum unit development (9)
4. What didn't you like about this presentation?
   A. Importance of planning for transition (0)
   B. Evaluating needs of transition (0)
   C. Kindergarten curriculum development (0)

APPENDIX E

EVALUATION OF KINDERGARTEN TRANSITION CURRICULUM

1. Did you find this curriculum helpful? Yes 7 No 0
2. Rate the general interest level of the children during implementation of this unit. (1 as low, 5 as high)

   1 2 3 4 5 ---(7 teachers rated it high)
3. Do you feel this unit should continue yearly?

   Yes 7 No 0
4. Was this unit implemented for an adequate amount of time? Yes 0 No 7
5. If this unit is continued yearly, should we expand or revise? Please underline. (seven teachers felt we should expand)
6. What part of the curriculum helped the children the most? Rate 1-5, (1 as low, 5 as high)

   Kindergarten visitation 5 Interest areas 3

   Discussions 4 Role play 1 Visitors 2

   The above scores are the averages of seven teachers.
7. How were you received by the Kindergarten teachers when the children visited the classroom? Rate 1-5, (1 as low, 5 as high). 1 2 3 4 5 -- seven teachers all rated high.
8. Do you feel this curriculum was a success? Rate 1-5, (1 as low, 5 as high). 1 2 3 4 5 -- seven rated high.

APPENDIX F

PARENT ATTENDANCE FORM

Name	Wrkshop I	Wrkshop II	Home Visits
1. _____	45 Total	45 Total	37 Total
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			
8. _____			
9. _____			
10. _____			
11. _____			
12. _____			
13. _____			
14. _____			
15. _____			
16. _____			
17. _____			
18. _____			
19. _____			
20. _____			

APPENDIX G

EVALUATION OF KINDERGARTEN READINESS WORKSHOP

1. What information was most helpful to you?

Thirty-eight parents commented how to make learning a fun experience in their own homes using no expensive equipment and learning about ways they can work with their children.

2. What did you like best?

Thirty-five parents commented about the games we played that they can incorporate in their homes.

3. What didn't you like?

Thirteen parents stated the workshop was to short; they wanted more time to cover more material.

APPENDIX H

EVALUATION OF SELF-ESTEEM WORKSHOP FOR PARENTS

1. I will now be able to communicate in a positive manner with my child. Yes 45 No 0
2. I can now understand the reasons for my child's behavior. Yes 43 No 2
3. My questions were answered. Yes 44 No 1
4. I liked the discussion of specific problems. Yes 45 No 0
5. I liked acting out the behavior problems. Yes 39 No 6
6. I didn't like: Discussion 0 Role playing 6 lecture 0
7. I learned the most about: Behaviors 12 Fears 9 Responsibility 2 Acceptance 7 Cooperation 2 Communication 12 Expectations 1

APPENDIX I

QUESTIONNAIRE

Please return by
October 1, 1990 to:

Kathryn Natwick
Box 268
Madison, SD 57042

Name_____

Address_____

_____

Phone_____

1. How much time do you spend each day doing activities with your child now? Average time 1 1/2 hours daily

2. Were the activities and information helpful?

Yes 33 No 0 If yes, which activities were most helpful to your child? Cognitive 8 Motor 5 Art 2 Reading 10 Language 2 Math 6

3. Do you work outside the home? Yes 28 No 5

4. Did your child enter kindergarten in the Fall?

Yes 33 No 0

5. Does your child enjoy kindergarten? Yes 33 No 0

6. Have you volunteered at school yet? Yes 10 No 23

7. Do you feel comfortable in the kindergarten classroom or in the school as a volunteer? Yes 10 No_____

8. What information was most helpful to you as a parent?

Home Visits 8 Booklet 13 Discussions 4 Wrkshops 12

APPENDIX J

HOME VISIT FORM

NAME	CODE	1st Home Visit	2nd Home Visit	Make-up Visit
1.	10	June 25	July 17	
2.	13	June 25	July 17	
3.	14	June 25	July 17	
4.	12	June 26	July 18	
5.	16	June 26	July 18	
6.	18	June 26	July 18	
7.	79	June 27	July 19	
8.	82	June 27	July 19	
9.	93	June 27	July 19	
10.	80	June 27	July 19	
11.	85	June 28	Not home	
12.	91	June 28	July 20	
13.	81	June 28	July 20	
14.	88	June 29	Moved	
15.	92	June 29	-----	August 1
16.	89	June 29	Not Home	
17.	83	June 29	-----	August 1
18.	67	July 9	July 24	
19.	78	July 9	July 24	
20.	73	July 9	July 24	

NAME CODE	1ST HOME VISIT	2ND HOME VISIT	MAKE-UP VISIT
21. 62	July 10	Not Home	
22. 76	July 10	July 25	
23. 94	July 10	------	August 2
24. 99	July 11	July 26	
25. 116	July 11	July 26	
26. 107	July 11	July 26	
27. 129	July 12	July 27	
28. 122	July 12	Moved	
29. 127	July 12	July 27	
30. 29	July 13	Not Home	
31. 37	July 13	July 30	
32. 57	Out of town	July 30	
33. 43	Sick	July 30	
34. 39	Sick	July 31	
35. 47.	July 16	-------	August 3
36. 30	Out of town	July 31	
37. 56	July 16	Moved	
Total: 37	33	26	4

APPENDIX K

CHILD EVALUATION BY KINDERGARTEN TEACHER

1. How many children do you have in your classroom that attended Head Start? _____
2. Of these children, how many do you consider socially ready for kindergarten? __all__
3. Of these children, how many do you consider emotionally ready for kindergarten? __all__
4. Of these children, how many do you consider cognitively ready for kindergarten? __all__
5. Please check the areas you think the Head Start program should strengthen, to better prepare the children for kindergarten. Social__0__ Emotional__0__ Cognitive__3__ Fine Motor__1__ Gross Motor__0__ Language__3__ Nutrition__0__ Health__0__

APPENDIX L

TEACHER WORKSHOP - **KINDERGARTEN READINESS**

A. Importance Of Planning For Transition To Kindergarten

1. Reduce children's fears
2. Increase self-esteem of children
3. Make parents and children aware of differences
4. Increase communication between Head Start and local schools
5. Get acquainted with new school and school personnel

B. Evaluating Needs Of Transition For Children

C. Curriculum Development

1. Housekeeping Area
2. Block Area
3. Art
4. Book Corner
5. Music
6. Circle Time
7. Manipulatives
8. Fingerplays/Poems
9. Stories
10. Field Trips
11. Classroom Visitors
12. Outdoor Activities

APPENDIX M

CURRICULUM FOR THE TRANSITION TO KINDERGARTEN

BLOCK CORNER;

Goal: To learn basic math and reading readiness skills

Objective: To demonstrate reading readiness skills on the basis of visual and spatial discrimination.

Activity: Children will match shapes of blocks to outline a school building.

Children will use buses and cars to role play bringing children to school.

Children will make school zone areas and use crosswalk signs.

Children will match road signs: stop sign, crosswalk, school zone, yield, stop signal (red, green, yellow signal and what they mean), and rail road crossing.

ART:

Goal: To enhance capabilities in planning, organizing, and carrying out a task.

Objectives: To try out ideas and find solutions to problems.

To make choices based on one's own opinion and viewpoints.

Art Activities: Children will paint large refrigerator box as a school bus.

--Children will draw pictures of what they will do at Kindergarten.

--Children will make puppets of different school personnel. Have available--- yarn, paper plates, . paper sacks, markers, crayons, etc.

--Children will paint picture of what they liked the best on their visit to kindergarten.

--Children will make own name tag to wear for their visit to kindergarten.

--Children will make crossing patrol belts with their names on them.

HOUSEKEEPING CORNER;

Goal: To develop self-understanding.

Objectives: To reduce a frightening or worrisome event through role playing.

Activities: Children will role play different personnel from the school system. Set up the corner to look like a school. Obtain an old school desk from the school system. Provide a few easy ditto worksheets. Provide regular sized pencils, small crayons, chalk boards, chalk, and erasers. Provide alphabet letters to trace and numbers to trace. Provide lined writing paper.

BOOK CORNER:

Goal: To learn to deal with fears and difficult situations as well as happy experiences through the reading of books about the experience and role playing being in that situation.

Objective: To deal with emotions and real life experiences through storytelling and role playing based on books theme.

Activities: Decorate the walls of the book area to look like a school library. Provide writing paper, check out cards, a rubber stamp, and plenty of real books for the children. Furnish the area with pillows, and small table and chairs. Provide the children with material to make book markers with their names on them.

MUSIC:

Music for the week should include simple songs that are related to the kindergarten experience. The alphabet song, songs related to counting and numerals and happy tunes such as; "Kindergarten Here We Come", "Wheels on The Bus', "The Principal Is My Friend", "Good Morning", and "That's What Kindergarten Is About".

STORIES:

"The Berenstain Bears Go To School", "Will I Have A Friend?", "The First Day of School", "Show and Tell".

MANIPULATIVES:

Goal: To classify and sequence objects.

Objective: To enhance the fine motor control by stringing beads, using lacing cards, using peg boards, and putting puzzles together.

Activities: Make lacing cards of objects found in a school room (pencil, ruler, chalk board) -- Children will use yarn to lace the boarders of the cards.

-- Children will sequence pictures of activities done in a kindergarten classroom.

-- Children will classify objects found in a school room according to size, shape, color.

-- Children will put together puzzles of at least ten to seventeen pieces. The puzzles will consist of activities done in a kindergarten classroom.

CIRCLE TIME:

Goal: To reduce anxieties and fears of children entering kindergarten.

Objective: To introduce children to different personnel connected with the school system, through matching personnel with jobs and or school room; and by interviewing personnel.

Activities; Large groups -- A visiting principal, a visiting crossing guard, a visiting bus driver

and a visiting kindergarten student. The children may ask questions about each persons jobs, what they can expect to happen in kindergarten, what they do at kindergarten, what the rules are, etc.

Small Groups: Dictate stories for the teacher to write, about what they think kindergarten will be like. Address any fears or anxieties children may express. Play game of matching school personnel with pictures of jobs done at the public school. Discuss how things will be different in kindergarten from Head Start. Talk about the new playground equipment and discuss new playground rules. Visit the playground at kindergarten. Let the children dictate thank you letters to the kindergarten they visit and have each child sign their own name.

FIELD TRIPS:

Set up visits with the principal to have the children visit the kindergarten classroom that they will be attending in September. The children will meet their teacher, see the classroom, have a quick tour of the school building, and meet other school personnel. The kindergarten teacher will talk to the children about some of the things they will be doing in kindergarten.

Visit the school playgrounds. Get a copy of the rules for the playground from the principal. Discuss these rules with the children. Use this time for outdoor time also.

Ask the kindergarten bus driver to bring his bus when he comes to visit the classroom so the children can see what it looks like inside.

OUTDOOR TIME: Goal -- To follow directions within a group.

Play organized games where all children will be playing cooperative type games. Parachute play; "Red Light, Green Light", Ball play, bat and ball, "Simon Says", "Farmer In The Dell".

FINGERPLAYS/POEMS;

"Wheels On The Bus", "Safety", "Crossing Streets", "Little Rules", "Be Polite", "Growing Up", "Five Years Old", "Counting Rhyme", "Right Hand, Left Hand", "Action Song'

APPENDIX N

PARENT WORKSHOP

PREPARING YOUR CHILD FOR KINDERGARTEN

A. Introduction Of Self

B. Heart Activity: Separate group in half; give red heart to half the group; half the group walks toward middle of room with eyes closed saying "Lub Lub"; other half of the group walks toward the middle of the room with eyes closed saying "Dub Dub". When a Lub and a Dub meet, they tear the heart in half and exchange names, address, interests and then write to each other on September first to see how their summer progressed with the learning activities and exchange ideas.

C. Questions Parents Would Liked Answered During This Workshop. List on overhead.

D. Ask Parents To Fill Out The Questionnaire.

E. The Big School

1. Big changes

a. Friends
b. Teacher
c. Rules
d. Games
e. Schedules
f. Classroom
g. Independence
h. Expectations

F. Prepare Your Child For School

1. Health

a. Immunizations

b. Health exam

c. Speech, hearing, and vision tests

2. Safety Rules

a. First and last name

b. Street address

c. Parents' name

d. Phone number

e. Safest route to school

1. Crosswalks

2. Driveways

3. Bus stops

4. Sidewalks

5. Strangers

G. Play Safety "What If Game' With All Parents.

H. Show Your Child That Learning Is Fun

1. Arranging household items

2. Cooking meals and snacks

3. Growing plants

4. Playing games with words

5. Label objects at home

I. Have Parents Make Labels For Objects In The Home Using Each Letter Of The Alphabet. Group activity.

J. Help Your Child Develop Helpful Habits

1. Putting things away
2. Learning to listen
3. Doing simple chores
4. Getting along with others
5. Sticking to a schedule
6. Dressing self

K. The First Day Of School

1. Arrive on time -- but not early.
2. Leave CHEERFULLY
3. Discuss fears before the first day
   a. Positive
   b. Loving
   c. Reassuring
   d. Happy
   e. Confident
   f. Making friends

L. What Children Do At School

1. Share
2. Plan
3. Listen
4. Care for self
5. Express self
6. Concept learning
7. Explore
8. Learn safety
9. Play fairly
10. Learn differences and sameness
11. Cooperate
12. Develop language
13. Develop motor skills
14. Develop social skills

M. Start The Day Right

1. Well rested
2. Proper nutrition
3. Prepare for weather
   a. Indoor clothing
   b. Outdoor clothing
4. In case of illness
   a. Keep child home
   b. Report illness to school
5. Check for notes or money that are required for the day.
6. Have patience in the morning
7. Family time
8. After school -- ask questions -- show interest invite friends over.
9. Before going to bed -- show your love -- never go to bed angry.

N. Be Active Yourself

1. Visit the classroom
2. Offer to volunteer
3. Join Parent Organizations
4. Attend scheduled programs
5. Stay in touch with the teacher

BUILDING YOUR CHILD'S TOMORROWS TODAY --- BEGINS WITH YOU!

O. Develop A Life Long Love Of Learning

1. You are your child's first and most important teacher
2. Your role as teacher does not stop when your child enters school.
3. Everyday activities teach about the world
4. Encourage questions
5. Read to your child!
6. An inquisitive child is the best learner!

P. Do A Cooperative Story With The Parents

Q. Parent - Teacher Conferences

1. Prepare in advance
2. Be polite, pleasant, and prompt
3. Plan to observe your child's class

R. Make Learning A Family Experience!

1. Love
2. Patience
3. Genuine interest
4. Get to know your child's friends

GET INVOLVED IN YOUR CHILD'S EDUCATION -- AT SCHOOL AND AT HOME!

S. Help Your Child Learn

1. Reading and writing
   a. Stimulate reading skills
   b. Supply reading material -- visit the library
   c. Encourage writing

2. Math

   a. Play games

   b. Give an allowance

   c. Cook together

   d. Stimulate thinking -- how many? -- how much?

3. Social Studies

   a. Discuss current events

   b. Select educational gifts

   c. Model good citizenship

   d. Observe national holidays as a family

4. Science

   a. Observe plants and animals

   b. Encourage collections

   c. Work together as a family

   d. Discuss how things work

T. <u>Create An Environment That Encourages Learning</u>

1. Talk with your child often

2. Encourage your child

3. Treat your child as an individual

4. Stimulate creativity

5. Instill a love of books

6. Discipline with love

SHOW YOUR CHILD THAT HE IS LOVED! SELF-ESTEEM!

Next workshop date - time.

APPENDIX O

PARENT WORKSHOP - SELF-ESTEEM

A. Starting School

1. Be interested in your child's education
2. Get involved in school life
3. Give your child support
4. Keep your child healthy
5. Encourage good attendance
6. Give your child a study area.

GET THE SCHOOL SPIRIT -- VOLUNTEER, JOIN GROUPS, ATTEND SCHOOL FUNCTIONS, GET TO KNOW TEACHERS AND PARENTS.

B. Importance Of Developing Self-Worth In Children

C. Questions Needing Answers During This Workshop

D. Responsibility

1. Decision making
2. What are children responsible for?
3. Tasks to complete
4. Feelings

E. Acceptance

1. Accepted for who they are
2. Treat all children equal
3. All feelings are accepted
4. Strengths

F. Cooperation

1. All winners
2. Sharing
3. Participation and enjoyment

G. Communication

1. Understanding the child's message
2. Use "I" rather than "you"
3. Do not use belittling statements
4. Accept their point of view
5. Do not use labels -- shy, naughty, etc.
6. Repeat their statement so you can clarify
7. Give constructive criticism--not destructive

H. Fears

1. All are real
2. Stress successes
3. Challenges

I. Behavior

1. Set up logical consequences
2. Follow-through
3. Give choices
4. Power struggles
5. Positive discipline
6. Praise progress

J. Role play situations with parents -- discuss each

K. Personal discussions with parents

L. Trust

1. Do not do for them what they can do for themselves

M. Role model

1. Do unto others as you would have them do unto you

N. About Expectations

1. Role model
2. Action brings reaction

O. Physiological needs

1. Sleep, hunger, thirst, warmth, etc.
2. Safety
3. Love -- unconditional
4. Respect

BE PATIENT AND UNDERSTANDING -- LET YOUR HEART LEAD YOU

MAKE LEARNING FUN AND ENJOYABLE -- IF YOU WANT TO SEE A BEHAVIOR AGAIN; PRAISE THAT BEHAVIOR!

APPENDIX P

Preparing Your Child for Kindergarten

Kathryn Natwick
Education Coordinator
ICAP Head Start
Madison, SD

Parents,

The purpose of this booklet is to give you insights and tools to help you and your children to grow together. Your children need your help and guidance to grow healthy and happy. It is your responsibility to satisfy their needs for their survival and growth.

Your children will learn through sharing these activities with them. You will also learn from your children more about yourself and you will gain and insight about how your children learn best by working with them.

Relax and enjoy the experience with them. Do not force your children to take part. Choose a time to work with them when they are willing to participate. When a child becomes frustrated or unwilling; perhaps the activity is to difficult or not of interest to your children at this time. Find an activity that may be more appropriate for your children.

It doesn't take much time or effort to satisfy your children. Fifteen minutes at a time is long enough for children of this age group. Make it a special fun time. Enjoy your growth together!

Kathryn Natwick

IN FIFTEEN MINUTES YOU CAN

... talk together about the picture in your family album. "You were a baby when your sister was in kindergarten. You're in kindergarten now and she is in fifth grade." Talking about the child's growth from a baby until now helps them understand comparisons and themselves as a person.

... read nursery rhymes or riddles with your child.

... play games YOU played as a child.

... play a simple card game like Rummy, or a commercial game such as Checkers, Dominoes, Scrabble, or Monopoly. The whole family can play many of these.

... cut pictures and cartoons from magazines or newspapers. Encourage your child to talk about the pictures. Put them together to tell a story. Write some or all of your child's stories down on paper. Put them together in a scrapbook.

... make a simple sock puppet with your child. Many children find it easier to talk with a puppet in their hand.

AROUND THE CITY

Riding in the car can be a learning time for your child in a way that will be fun for the family. As you drive along, you might say, "Find three things in this next block that begins with the sound of the letter "b" as in boy."

Talking to your children is probably the most important thing you can do to give them a good start in life. Praise children's good behavior and accomplishments. Try to ignore bad behavior unless it is harmful, destructive or dangerous to others.

HOW TO SAY VERY GOOD

That's the best you've ever done.	Great!
Keep it up!	Sensational!
Nice going.	Outstanding!
You're very good at that.	Perfect!
I'm happy to see you working like that.	Fantastic!
I like that.	Tremendous!
That's the way to do it.	Clever!
You re wonderful!	Wonderful!
Good!	Fine!
You're getting better every day.	Marvelous!
Good for you!	Dynamite!
You're really improving!	Excellent!
You did alot of work today.	Superb!
You're doing the best you can!	Way to go!
You're doing that much better.	Good going!
Keep up the good work!	Right on!
You are really learning alot.	That's it!
I'm very proud of you!	That's right!

You've got it made.
Keep on trying.
I knew you could do it.
That's really nice.
Now you have the hang of it.
You've just about got it.
You're learning fast.
I'm sure happy you're my child.
You're doing beautifully!
You remembered.
That gives me a happy feeling.
You're doing fine.
You make me happy.
Congratulations.
You make it look so easy!
You did that very well.
You're so good at this.
That's the right way to do it.
You're really growing up.
You ve must have been practicing.
You haven't missed a thing.
That's the way.
One more time and you'll have it.
You figured that out fast.
That's better.

You're wonderful!
You're beautiful!
Good work!
That's right!
You did it!
Good thinking!
Good remembering!
Good job!
Much better!
That's great!
That's it!
You're right!
WOW!
You've mastered it!
You did well today.
Look at you go!
Lovely!
I like it!
You did it yourself
You've got it now!
I love it!
Looking good!
Keep going!
It makes me smile!
It's the best yet!

COLORS

As children learn about colors, they increase their ability to describe things they see. You can help your child learn new colors by following some of these suggestions.

1. As your child is choosing clothes to wear, talk about the color of the socks, pants, or shirt.
2. Play the "I Spy" game with your child. "I spy something green." Your child then tries to guess what it is.
3. Go to the library and ask for books about colors.
4. Look at things through bright-colored cellophane or make your own colored, see-through paper by using clear plastic food wrap and coloring it with magic markers.
5. Look at colored pictures and take turns describing the different colors that you see and the things in the pictures.
6. Associate the names of colors with objects that are common to your child. The yellow sun, the green grass, brown bear, black cat, or red apple.
7. Sing songs about colors. "Who is wearing a green dress, green dress, green dress. Who is wearing a green dress in this room?"

COLOR WALK

Take a walk with your child. Observe the different colors that you see. The parent can make note of the objects and colors. (Red berries, brown roof, green grass, blue car) When you get home; your child can make a chart of the objects and colors you saw on your walk.

COLOR BEADS

Make beads from this recipe.

1 Cup salt

1/2 Cup corn starch

1/2 Cup water

1 teaspoon food coloring

Heat water until it boils, add color, mix dry ingredients, add to water, knead smooth, shape into balls. Put on nails to dry. Make several batches of different colors. Let the child choose colors and make necklace.

COLOR TRAY

Put objects of different colors on a tray. Your child's eyes should be closed so the parent can remove an object from the tray. When your child's eyes open, have your child guess wnat color is missing. Encourage your child to answer in complete sentences. This activity also increases memory skills, language skills, and the concepts of color recognition.

VISUAL HAND/EYE COORDINATION

These games should develop the skill of hand movements and eye movements working together. They help the child judge the strength and control of the hand. They also develop concentration of hand movements and eye movements.

Dot-To-Dot Books

Tracing Books

Mazes

Blocks

Tinker Toys

Lincoln Logs

Bean Bags (for tossing and catching)

Nerf Balls

Puzzles

Peg Boards

Sewing Cards

Parquetry Blocks (to reproduce a pattern) These are used to help the child learn organization of patterns and how to interpret objects in relation to each other. It consists of blocks in the shapes of squares, diamonds, and triangles. The blocks are different in colors. The children may copy or reproduce patterns from design cards, or at a more advanced level children may make their own patterns or designs.

FINE MOTOR COORDINATION ACTIVITIES

Common preschool activities such as cutting, pasting, painting, coloring, tracing, bead stringing, and building with blocks provide training for fine motor skill development. These activities should always be presented in developmentally appropriate sequence.

Cutting

Most young children have a difficult time using a scissors when they first start cutting. It is important to strengthen their fingers before they begin cutting activities. Clothespins are ideal for this task. Children can pinch clothespins around the top of a box to make a cage for imaginary animals.

Free Pasting

Scraps of torn paper, cloth, buttons, packing material, string, or bottle caps can be used to paste a collage. Use any type of material you find around the house or while you are out for a walk with your child. Children enjoy putting the material together to see how it will look before they paste it down.

Finger Tracing

Visual-motor coordination can be enhanced by tracing shapes, sandpaper letters, or stencils with the fingers.

LETTER PUZZLES

Make some letter puzzles for your child. Draw capital letters on cardboard. Then cut out each letter into two or three sections. Mix a few up and have your child work each puzzle. Ask your child to name the letter as he puts the puzzle together.

CUT-A-RHYME

Let your child use an old catalog or magazine to cut out pictures of objects that rhyme such as:

cat-hat man-can feet-meat fish-dish

Fold a large piece of paper (18" x 25") in half length wise. Then fold it crossways two times. When you unfold it, you'll have two long rows of boxes with four boxes on each side. Have your child paste the two pictures that rhyme across from each other.

SHAKE AND SAY

Print a letter on the bottom of each section of an egg carton. Play a game by putting a button inside the carton. Have your child close the lid and shake the carton. Open the lid. Find the letter the button covers. Help your child say a word that begins with the sound that letter stands for.

This game may be played by using numbers inside the egg carton instead of letters.

SHOPPING SOUNDS

Have your child tell you the beginning sound of several items on your grocery list. As you shop, encourage your child to find other items that begin with the same sounds. Deal with only one sound at a time. For example, "We're going to buy potatoes. While we go down the aisle, see how many things you can find that start with the same sound as the "P" in potatoes." After your child has found many items beginning with the sound of "P", use another sound.

MISSING PARTS

Cut several pictures of objects from magazines or catalogs such as: a house, a bicycle, a dog, a truck. Cut away one part of each picture (e.g. the chimney of the house or the wheel of the bicycle). Mix the parts and pictures, then ask your child to match the pictures with the part that is missing.

HUNT AND NAME

Ask your child to find different shapes around the house, such as a SQUARE piece of board, a ROUND orange, a RECTANGLE box, a leaf shaped like a TRIANGLE. Help your child to see the likenesses and differences of the shapes. For example, the squares and rectangles have four sides, but the triangles have three sides.

SHAPE MATCH

Cut geometric shapes out of paper or cardboard. Make six squares, six circles, six triangles and six rectangles. Keep three of each shape and give your child three of each shape. Play a game with your child by placing from left to right a line of "shapes" in a row. Have your child copy the pattern you have made by using his or her "shapes." To vary the game, use colored paper or have your child color the shapes.

SUPPER LETTERS

While getting dinner ready, take out two cans of vegetables or fruit. Have your child find the letters on the labels that are alike.

TAKE AWAY

Use the inside of cereal boxes or any other blank cardboard. Cut paper or cardboard into squares. On each square print a single capital letter. Lay down a group of letters such as AAV. Let your child take the letter away that's different from the others. Repeat with all letters, always showing the child two alike and one different.

WHERE??

As you look out the window of your car ask, "Is the truck before or after us? Is it over or under the street?

Delivering A Letter

Cut twenty-six 2" x 2" squares out of cardboard. Print the small or capital letters on the squares (one letter on each square). Put all the small letters into a box. During the day ask your child to bring a certain letter. For example, "Bring a small "a" to me". Concentrate on one or two letters at a time.

The Collector

Make a collection of used pencils you might find around the house. Have your child place them in order by size -- largest to smallest, working from left to right. This may be done with dishes, silverware, glasses, bottles, tools, nails, toothpicks, straws cut into assorted sizes, etc.

Left And Right Scrapbook

Help your child cut pictures of small objects from old magazines, catalogues, advertisements, etc. Show your child how to paste pictures in scrapbooks starting at the left side of the page and moving to the right. You may want to draw a few lines on the page to help your child as he pastes from left to right.

Remember?

Talk about something your family has done togetner. Ask your child questions. For example, 'When we were at Grandma's house, what did we do first?" Then what? Last?

Puppets

You may make puppets out of old gloves by cutting off fingers and using the glove fingers as puppets. Use a pen or magic marker to add a face on each finger puppet. Add yarn or string to make hair. Let your children and their friends give a puppet show. Encourage them to tell **who** each puppet is, **what** each puppet is doing, **where** each puppet is going, etc.

Comic Order

Cut out a four panel comic strip from the newspaper. Read the comic strips aloud to your child. Show the picture as you read. Cut the panels apart and sequence the story together.

Rhyme Toss

A game of catch may be turned into a rhyming word game. Let your child throw the ball to you and say a word. Catch the ball and say a word that rhymes with the word your child has said. When your child feels comfortable with the idea, trade places and let your child give the rhyming word.

Drive and Rhyme

While driving, ask your child to name things that your child sees. You give a word that rhymes with what is said. Your child might say, "I see a car." You might say, "That rhymes with far." Take turns saying a word and rhyming.

FINGERPLAYS

Enjoy with your child saying rhymes that tell a story for hand and finger movements. This type of activity is good exercise in holding attention and remembering instructions. It is relaxing.

HANDS ON SHOULDERS (Follow action as rhyme indicates)

Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;
Hands up high in the air,
Down at your sides and touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

RIGHT HAND, LEFT HAND (Follow action as indicated)

This is my right hand,
I'll raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

MY TURTLE

This is my turtle (Make fist; extend thumb)
He lives in a shell (Hide thumb in fist)
He likes his home very well.
He pokes his head out when he wants to eat. (Extend thumb)
And pulls it back in when he wants to sleep. (Thumb in fist)

TEN FINGERS (Follow action as rhyme indicates)

I have ten little fingers
And they all belong to me.
I can make them do things;
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high,
I can make them jump low.
I can fold them quietly
And hold them just so.

Make up other rhymes and poems that you know. Your child will enjoy learning these relaxing rhymes with you. Remember to keep them simple, short, and fun for this age group.

Recipes For Fun

Silly Putty

Add equal amounts of liquid and elmers-glue, adding glue to the starch. Mix with hands. If putty is too sticky add more starch and if crumbly or breaks, add more glue.

Salt Dough - (For permanent products)

2 Cups flour

1 Cup salt

1 Cup water - (Approximately)

Add water slowly. Knead until smooth. Roll out and cut with cookie cutters and poke hole or insert paper clip for hanging, or use for sculpting. Bake at 275 or 300 degrees for about 45 minutes.

Playdough

1 1/2 Cups boiling water

add flour coloring to water

3 Tablespoons baby oil

Mix with 2 1/2 Cups flour

1/2 Cup salt

1 Tablespoon alum

Creative Clay

1 Cup corn starch

2 Cups baking soda

1 1/4 Cups water

Combine corn starch, soda and water. Cook until consistency of mashed potatoes. Put mixture on plate, let cool and knead.

Sand Dough

1 Cup corn starch

2 Cups sand

1 1/2 Cups water

Cook over medium heat stirring constantly until mixture thickens to moist mashed potato consistency. Let cool, then mold.

Sawdust Dough

5 Scant cups sawdust

1 Generous cup wheat paste

4 or 5 Cups water

Mix and store overnight in refrigerator.

Gunk In A Dishpan

Corn Starch

Water

Mix corn starch and water together in a large bowl or dishpan. Can be colored with food coloring or dry tempra.

Whipped Flakes

Ivory Snow Flakes

Cold water

Tempra paint

Add small amounts of water until flakes are soft and thick. Add paint, beat with egg beater until foamy.

Gunk In A Baggie

Cornstarch

Red, yellow, blue food coloring

Water

Baggie

Put 3-4 teaspoons of cornstarch in a zip-loc baggie. Add some water. Add 1 drop of food coloring. Zip-loc and work mixture together with fingers. Add a drop of a different colored food coloring. What color did you make? When you get a brown color from mixing too many colors, the mixture can be dumped down the sink, rinse the bag, and start again.

Soap Goop

Ivory Snow

Water (desired amount)

Add water to Ivory Snow, mix with hands until soap is dissolved. Best if stands for 1/2 hour. Do not beat. Do not add food coloring to tempra. It will lose elasticity.

MAKING BOOKS

A sure way to instill the love of books is to encourage children to write their own books. Help your children to understand that a book is a story written down on paper. Children love to make up their own stories and to make their own books. Parents should write one sentence, dictated by the child, for each page. The book only needs to be a few pages long. Always remember the most important part of the book is the author s name.

Picture Books

Cut out pictures of things your child is interested in (animals, toys, family members, transportation vehicles, round things, square things, numbers, colors or any subject in which your child is interested.

Comic Books

Cut out comic strip pictures, paste them on paper and have your child dictate a story about the picture.

Senses Books

Make books on how things smell, taste, feel, sound and move. Use pictures and words to describe them.

Wordless Books

Paste in a book a series of pictures that suggest a story. Try to tell different stories from the same pictures.

MATCHING

The ability to match things that are alike is one of the skills required for reading. Children can do this long before they are able to read print. They need a great deal of practice.

As often as possible let your child participate in matching activities. Some suggestions are:

--- Matching pairs of socks when helping to put away the laundry.

--- Separating teaspoons from tablespoons.

--- Stacking small and large plates that are the same size.

--- Putting away groceries that are the same.

--- Making games from food labels by saving some that are used frequently and stacking those that are alike.

--- Matching labels with unopened products on a shelf.

--- While grocery shopping, let your child find foods that he has learned from the labels.

--- Match numbers from an old calendar.

--- Match words from old newspapers and magazines.

--- Match colors of clothes.

--- Match shapes of objects found around the house.

--- Match sizes of objects found in your home.

--- Match pictures of animals that go together --- horses with horses, dogs with dogs, cats with cats, etc.

--- Match objects outdoors that go together --- trees, rocks, leaves, etc.

--- Match toys that go together.

READING SAFETY SIGNS

As you walk together, ride a bus, or take an car ride, observe the safety signs and read them. Play games that will help the child read the signs independently.

Watch for some of these words:

stop	no parking	go slow
go	no left turn	school zone
walk	danger	no passing
don't walk	do not enter	keep right
open	entrance	yield
closed	exit	gas

Some traffic signs are always the same shape and color. Make signs of cardboard and use them in the house and yard to play traffic games.

USING NUMERALS

As children learn to recognize numerals, you may help them enjoy learning how to use the numerals and how to write them. Children soon learn that some numerals are written in many ways. Play games and have fun with numerals as your child discovers them everywhere.

1. Take a walk and read the numerals on houses, street numbers, license plates, and other places you find.

2. Find numerals that are alike on a newspaper page such as a grocery advertisement -- the 9's, 5's, etc.

3. Find the same numeral in different places at home, such as a clock, television dial, page number, calendar.

SKILL DEVELOPMENT AREAS

GROSS MOTOR

Gross motor activities involve the development of the large muscles of the body, legs, and arms. The activities such as jumping, hopping, skipping, throwing and catching are involved gross motor development.

Skills of a five year old may be:

-- stands on tiptoes with hands on hips
-- stands on one foot with arms folded in front
-- stands on each foot alternately
-- catches ball with both hands
-- hops on each foot
-- skips with ease
-- jumps with both feet off floor
-- walks backward heel-to-toe

FINE MOTOR

The development of fine motor skills involve the development of the small muscles in the hands and fingers. Activities in this area include stringing beads, lacing, stirring, puzzles, playdough, cutting, building with small blocks, putting pegs in peg board, tieing bows, copying written material such as lines, shapes, and letters, finger painting, drawing, and coloring.

COGNITIVE

The development of cognitive skills involves problem solving and knowledge skills. This includes learning the names of the colors, shapes, numerals, concepts such as big and little, near and far, above and below. A five year old child may have the following skills:

-- counts objects
-- counts by rote (in order)
-- matches numerals
-- points to shapes named
-- recognizes sets
-- names colors
-- can tell own age

LANGUAGE

Language skills include understanding and expressing information. The development of these skills include naming objects, answering questions and describing events or objects. Skills a five year old may have in this area include:

-- pointing to body parts named
-- rhyming words
-- naming common objects
-- repeating sentences
-- following a three step direction
-- telling stories from pictures
-- accurate speech pronunciation for age five

SELF-HELP

Self-help skills are daily living skills such as dressing self, taking care of own bathroom needs, personal grooming. Some skills a five year old child may have in this area are:

-- putting on own shoes and socks
-- tieing shoes with assistance
-- dressing self without assistance
-- uses eating utensils without assistance
-- spreading food with a knife
-- using bathroom without assistance
-- brushing own teeth

PERSONAL/SOCIAL

Personal/social activities involve interpersonal behaviors such as choosing friends, cooperation when playing with others, and developing developmentally appropriate responsibility. Some skills a five year old child may have are:

-- telling own wants and needs
-- putting away toys without supervision
-- taking turns
-- interacting in an appropriate manner with adults and peers.
-- playing cooperatively with peers

KINDERGARTEN READINESS CHECKLIST

This list of skills are some of the items the public school systems in our area look for when enrolling your child in kindergarten. Not every school includes every item. Check with the school system that your child will be attending for an accurate skills list. This list is a combination of skills from different schools.

1. Is your child 5 years old by Sept. 1st.?
2. Average height and weight: Boys - 40 lbs. -- 43"
   Girls - 37 lbs. -- 42"
3. Can your child listen to short stories and answer simple questions about the story?
4. Draw and color beyond a scribble?
5. Tie a knot?
6. Can strangers understand your child's speech?
7. Zip and button own clothing?
8. Walk backward 5-6 feet, heel to toe?
9. Stand on one foot 5-10 seconds?
10. Alternate feet going up or down steps?
11. Tell left from right?
12. Use a knife for spreading?
13. Take care of own bathroom needs?
14. Be away from parents for three hours without becoming upset?

15. Repeat at least four numbers?

16. Repeat a sentence of at least 8-10 words.

17. Remember three step instructions?

18. Tell meanings of words? (clock, house, lake, ball)

19. Count objects?

20. Know opposites? (day/night, hot/cold, fast/slow)

21. Recognize numerals from 1-10?

22. Copies shapes and figures?

23. Hop on one foot?

24. Throw and catch a ball?

25. Know letters of own name?

26. Cut with a scissors on a curved line?

27. Walk forward and backward on a balance beam?

28. Skip?

29. Know what different parts of the body are use for?

(Feet for walking, eyes for seeing, ears for hearing)

30. Put together simple puzzles?

The most important! -----

DOES YOUR CHILD LOOK FORWARD TO KINDERGARTEN?

It is important for parents to talk positively and honestly about their children attending kindergarten. If parents talk negatively and portray a sense of loss over their child going to school, the child will have negative feelings about going to school.

SELF-ESTEEM

Research has shown that a negative self-concept is one of the major contributors to many of our social problems, such as alcoholism, and drug abuse. These social problems do not develop over a short period of time.

There are some things that parents can do to help develop a positive self-esteem or a feeling of self-worth.

TRUST; The feeling of trust is developed during the first month of life. An infant has no recourse except to cry when there is a need for food or personal attention. An infant has to depend on the adult to care for these needs. When these needs are not met, trust is not fully developed. This basic feeling of trust influences all relationships throughout a child's life.

ACCEPTANCE; We all need to feel accepted for the way we are. This does not mean we need to accept inappropriate behavior but rather accepting the person as they are. Accepting each person's uniqueness and focusing on their strengths, treating them with respect and valuing their feelings.

RESPONSIBILITY;

We must help our children develop a sense of responsibility. It gives them a sense of self-worth, confidence and capability. Children need the feeling of being in control of themselves and knowing that they can make a difference in their own lives. They must be able to make choices for themselves without fear of failure. We must teach them that learning from our mistakes does not make us a "failure".

COOPERATION;

When we cooperate, we are all winners! It is important to focus on the participation and enjoyment of working and playing together as a team. It must be stressed to our children that their participation makes them a worthy contributor in any situation whether they win or lose. This teaches them to share, and be concerned about others. Children are accepted better by their peers and their relationships grow when they cooperate with others.

COMMUNICATION;

Communication involves not only talking but listening. It's trying to understand the other persons viewpoint. When we talk to children, we must be sure to avoid belittling comments. Remember to be constructive not destructive when talking with your children.

SAFETY: Every child needs to feel safe in all areas of life. Children need to be taught the route to school, the bus number that they will be riding, their name, address, and phone number. They need to know how to make an emergency phone call and how to protect themselves from offenders. They need to know your house rules and the rules at school.

When children feel safe, they are happier and more productive. Their self-esteem is higher when they know what is expected and they know they can follow through.

PARENTS

Have fun with your children as you help them grow and learn. Try to find at least fifteen minutes a day that you can spend with each of your children. If your child is excited about the activity then continue for a longer period of time. If your child is not interested in the activity do not force it. Try to find something your child is interested in doing. Don't make your child choose between a favorite TV show and doing some activity. Try to find a time when your child will be interested in doing a fun activity. Be sure to choose activities that your child will be successful in. Always show your child how pleased and proud you are of his success and growth. Be patient! Growth is slow and comes in small steps. Be positive and praise your child often!

I TOOK HIS HAND AND FOLLOWED

My dishes went unwashed today,
I didn't make the bed,
I took his hand and followed
Where his eager footsteps led.

Oh yes, we went adventuring,
My little son and I.....
Exploring all the great outdoors
Beneath the summer sky.

We waded in a crystal stream,
We wandered through the wood...
My kitchen wasn't swept today
But life was gay and good.

We found a cool, sun-dappled glade
And now my small son knows
How Mother Bunny hides her nest,
Where jack-in-the-pulpit grows.

We watched a robin feed her young,
We climbed a sunlit hill....
Saw cloud-sheep scamper through the sky,
We plucked a daffodil.

That my house was neglected,
That I didn't brush the stairs,
In twenty years, no one on earth
Will know, or even care.

But that I've helped my little boy
To noble manhood grow,
In twenty years, the whole wide world
May look and see and know.

---Author Unknown

APPENDIX Q

QUESTIONNAIRE FOR FIRST HOME VISIT

Family Code_____

1. What activities are most useful for your child?
   Social___ Emotional___ Cognitive___ Fine Motor___
   Gross Motor____ Language____
2. What area is your child having the most difficulty?
   Social___ Emotional___ Cognitive___ Fine Motor___
   Gross Motor___ Language___
3. How often are you reading to your child? Once daily___
   Twice daily____ More than twice daily____
4. What information is needed by you for the next home visit?
5. What type of activity would you like me to bring for the next home visit?
6. Questions from the parent.
7. Comments:

APPENDIX R

QUESTIONNAIRE FOR SECOND HOME VISIT

Family Code_____

1. Is your child happy about going to kindergarten?
   Yes___ No___
2. Is your child showing any fears or anxieties about going to kindergarten? Yes___ No___
3. Have you walked to the school with your child or showed your child the route the bus will take? Yes___ No___
4. Has your child met any of the children who will be in the same kindergarten classroom as your child?
   Yes____ NO____
5. Have these activities increased the amount of time you spend with your child each day? Yes____ NO____
6. By participating in these home visits, do you feel that your child has gained or at least retained the abilities that were learned in Head Start? Yes___ No___
7. Questions from parent.
8. Comments: